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ABSTRACT

This essay focuses on teachers as peacemakers. Peace education is discussed as multifaceted and cross-disciplinary, emphasizing the teaching of peace, nonviolence, conflict resolution, social justice, economic well-being, political participation, and environmental concern. The report asserts that any curriculum for young children should stress a peaceful environment to counter the negative, violent images children see on television, in electronic games, and elsewhere. The cycle of generational violence is discussed, as is evidence of violence being passed along by generations. The concept of Developmentally Appropriate Practices (DAP) is discussed as a vital part of the peace education curriculum. Strategies suggested for creating a "peaceable" classroom include: (1) conducting class meetings; (2) featuring a child as "student of the week"; (3) developing a sense of unity; (4) implementing cooperative learning; (5) infusing the theory of multiple intelligences into curriculum; (6) discussing lives of men and women who served peacemaking roles; (7) emphasizing multicultural perspectives; and (8) using children's literature to strengthen communication skills and show nonviolent methods of conflict resolution. Contains 33 references, a 71-item resource directory (including curriculum guides, classroom strategies, units, NK-grade 3 for peace education, conflict resolution, violence prevention, and parenting), suggestions for the integration of peace education and conflict resolution in the curriculum, classroom activities that help children resolve their conflict in a multicultural classroom, and a list of resources for integration of peace education. (BGC)

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DREAM OF PEACE, TO DARE TO STAY THE VIOLENCE, TO DO THE WORK OF THE PEACEMAKER

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I. Introduction

In a college elementary creative arts course recently, an MAT student showed one of the presenters photographs of a clean-up campaign she chaired in her local area. "Look at this boy," she said. "He went through the process of creating a 'junk sculpture' in a very focused way." The professor looked at the series of pictures. At the end she saw a nine-year-old boy crouched behind a series of pieces of wood and tires, using a long pole to represent a rifle, behind a camouflage of cut tree branches. A cold chill ran through the professor. After the class, another student told her how well her students were able to portray soldiers during creative movement, but stated that the students had difficulty portraying other, less violent actions. These examples from one day in the life of a teacher educator eloquently describe the need for peace education, beginning at the earliest possible age.

As incidents of violence increase within schools and as evidence mounts of the long-range harm to children exposed to family and community violence, educators have been asking several questions: (1) Is there a framework of theory and guidelines for an early childhood/elementary curriculum that ***could*** include the principles of peace education and nonviolent conflict resolution? and (2) Are there classroom activities and teaching strategies that would enhance and promote the peaceable classroom model? Do we really ***Dare to Dream*** that our teachers can take on the added role of ***peacemaker?*** It is not an impossible dream. Many teachers have proved that it can be done.

Our organization, ACEI, has taken a leadership position this past year with the inauguration of a first Regional Workshop on Peace Education and Conflict Resolution, held in Norfolk, VA in January 1996. Here, the answer to these questions were addressed by a wide range of presenters, joined by

knowledgeable participants who shared their expertise as teachers, day care directors, principals, psychologists, counselors or social workers. These are the teachers and staff who proved that peace education is possible.

A second Peace Education workshop is scheduled for 1997 in Los Angeles. These innovations are indeed hopeful signs that a coalition of education, psychology and the related social sciences, in a multidisciplinary approach may offer a logical pathway forward. Violence in our schools is an immensely complicated and intractable problem that faces education in the waning years of the century. The time for a peace education curriculum is here.

In recent years, leading researchers have also been in the forefront, with an assessment that peace education should be viewed as an "alternative curriculum" for early childhood education (Spodek & Brown, 1993). Truly, our children, parents, and teachers deserve safe, peaceable schools and communities. Our collective efforts are a brave step forward in that spirit.

II. Framework for the Integration of Peace Education into the Curriculum of Early Childhood/ Elementary Areas:

A common definition of peace education recognizes that it has a multifaceted and cross-disciplinary dimension, including teaching peace, nonviolence, conflict resolution, and social justice (equality), economic well-being (basic needs), political participation (citizenship for democratic living), and concern for the environment(Stomfay-Stitz, 1993). These perspectives have been represented by leading researchers(Berman, 1995; Bey & Turner, 1996).

In addition, any curriculum for young children should stress a peaceful environment, with stress reducing activities to counter the negative, violent images that confront children on television, in electronic games, toys, and print materials (Stomfay-Stitz & Hinitz, 1995).

On the other hand, researchers warn that teachers need to understand what children know about the political and social world, especially war, peace and violence (Carlson-Paige, 1992; Carlson-Paige & Levin, 1992; Levin, 1991a; 1994b). This complicates the issue somewhat because recent research showed that concrete conceptions of war (and violence) develop prior to children's understanding of peace. On the positive side, many young children are quite capable of developing a peace concept with a positive meaning, especially the cooperative activities in their environment (Hakvoort, 1996).

Of special interest to teachers is incorporation of the Developmentally Appropriate Practices(DAP) into the curriculum, with philosophies based on constructivism(Bredekamp, 1988; Carlson-Paige & Levin, 1992). We have evidence that even Piaget endorsed the concept of education for peace for children. He noted in 1934 that education for peace will be possible when a global perspective is endorsed by parents and teachers, especially understanding cultures other than their own. He stated that a "new attitude of reciprocity(is needed) to free ourselves from our initial egocentrism."(Piaget, 1934/1989; Hakvoort, 1996).

Erik Erikson's theory of trust and safety is at the heart of our research base, especially relating to the emotional/affective area- at the core of any curriculum for young children. In essence, all children need to believe in their hearts that their immediate environment is peopled only by those who love and care for them, unconditionally, with no one who is a threat to their wellbeing. Sadly, this is not the case in many communities where growing numbers of children live out their lives in fear, with impending violence as a constant threat(Garbarino, 1995; Garbarino, Kostelny, et al.,1991).

Furthermore, international researchers who study the effects of violence on children warn that ***generational violence*** has been documented. Here, the

leading perpetrators of violence and revolution are themselves a second generation of adults who were victims of violence when young. This has been the case in Rwanda, where children took part in the killing of other children and in Bosnia, Israel, and Northern Ireland(Lumsden & Wolfe, 1996).

There have been decades of similar studies confirming the overwhelming violence of American society, sadly noted as one of the most violent of so-called industrialized societies. Such research should be cause for preventive action and school reform, with the earliest identification of children with aggressive/violent tendencies (APA, 1993).

In addition to a constructivist foundation, inclusion of Developmentally Appropriate Practices, as previously stated, has been recognized as complementary to a peace education curriculum. Integration of peace education into the early childhood curriculum has been recommended by researchers (Stomfay-Stitz & Hinitz, 1995); with several peace education curriculums designed for early childhood and the elementary grades(Freund, 1989; Hudson, 1990; Peterson, 1993). As for the potential for affecting young children's attitudes toward violence, there is evidence of the influence of early learning, with validation from research in neuroscience and the early development of children's brains. Neuroscientists have described a "learning window" for children between birth and four years old, lasting until about the age of 10 or 12. Experienced early childhood educators have long held such a belief. The integration of the principles of peace education should ideally begin with young children(Stomfay-Stitz & Hinitz, 1995).

Confirmed also were gains in brain activities accomplished by the integration of music and physical activities. Children connect not only aurally but emotionally and physically to the materials that are presented for them to learn(Begley, 1996). A successful center, The Lion and the Lamb Peace Arts Center, was established

at Bluffton College(Ohio) where peace education is integrated with the arts and humanities with programs developed for children from preschool through high school. The Center emphasizes the methods of teaching peace-making for adults working with children.(The Lion and The Lamb Peace Arts Center, 1995).

Clearly, there are many guidelines that already exist that point the way to the provision of a safe, peaceful environment, a haven where the maximum potential for learning can become a reality.

II. The Peaceable Classroom and Teacher

There are building blocks for the peaceable classroom with the teacher as a role model. These include: Prosocial behavior and teaching social skills; multisensory learning with relevance for children; resolving conflicts; a respectful curriculum (Manthey, 1993); a multicultural perspective; and respect for the environment .

The legacy of Developmentally Appropriate Practices (DAP), as a corollary to peace education, includes many common points that both share : "Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times." (Hinitz, 1994).

The entire environment or milieu of the peaceable classroom is a resource for the enhancement of peace education. Here, children ideally learn the skills of co-existing in groups, while at the same time there is a powerful impact upon the development of attitudes about self and others. First, lessons in human relations begin in the preschool group. The teacher, especially is the key element, providing a role model for the peaceful attitudes and prosocial behaviors that are needed. The teacher demonstrates through strategies that harmony is possible. Second, is an instillment of respect for the children, courtesy and kindness which

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should be modeled, perhaps even over-emphasized(for young children), by the teacher(Stomfay-Stitz, 1992). Behaviors of children and youth that model peaceful solutions to problems, whether minor or major, should be appropriately noted by the teacher, and rewarded, if possible, so that children can recognize the peaceful responses that took place ---and the absence of the violent or hurtful. On a consistent basis, such actions will go far to counteract the overwhelmingly violent responses that flood into the lives of our children from a variety of sources.

Classroom Activities: What kinds of activities encourage the prosocial skills to enchance the peaceable classroom? First, these are generally considered to be cooperating, kindness, caring, fairness, making friendships, sharing, resolving conflicts, and problem solving. Experienced teachers have long included these in their programs, under the umbrella of "The Golden Rule - Do unto others as you would have others do unto you." which is also expressed in similar dictums by most major religions.

In elementary classrooms, researchers have recognized the importance of children's knowledge and attitudes about politics or the world of government (including global events) as "vital components of their political socialization." (Allen, Freeman & Osborne, 1989). For the social studies curriculum, these are important factors. In addition, the power of the peer group(from the age of 10 especially) and its influence on the feelings and emotions of the young, is obvious to the teacher who recognizes that the social context is very important(Torney-Purta, 1995). The blending of the social sciences points the way to a multidisciplinary approach. Peace education and multicultural education, especially with the infusion of a global perspective, can serve as the building blocks. These hint at a possible linkage between peace education and the social sciences(Hinitz, 1992 ;1994*).*

Note: Appendix B contains suggestions for the Integration of Peace Education into the Curriculum, activities that can be infused by the teacher into all content areas, where appropriate.

It is important to recognize there is NO SET FORMULA for a peaceable classroom, but there are some strategies that would maximize our efforts. First of all, if we ask children or students to describe a peaceable classroom in their own words,they would probably state: "My classroom feels like a family" or "Kids in my class help each other and help others in the school even if they don't know them." Peaceful interactions and caring attitudes are a big first step.

Here are several strategies:

(1) Class Meetings: Bring many viewpoints to the attention of the whole class. Solve problems as they arise. Let children give voice to their fears and concerns. Ask for solutions. Brainstorm, placing all ideas on the chalkboard or on a chart.

2. Getting to Know You: Feature a child as "Student of the Week" with photos of child, family, and interests featured on a bulletin board. Have students interview one another and write up a history of that classmate, with accounts of outstanding events from the time they were young children. It could be illustrated with photos of themselves, family, pet, etc., titled "History of _____"

When writing these, children should be encouraged to integrate computer software like the "Children's Writing and Publishing Center."

3. Develop a sense of unity or togetherness, a sense of working together: Craft a class newspaper, a class mural, or a class quilt made out of construction paper with drawings of each child and his/her favorite things. Great for a hall display or on your classroom door. ***Remember to take photos for your class album and personal Teaching Portfolio.***

4. Practice and keep on trying cooperative learning: Emphasize the cooperative rather than the competitive. Have children view each other as allies

rather than as enemies competing against each other. Research on the advantages of cooperative rather than competitive classroom environments dates back to the1940's, with recent research documenting the advantages for all ages, from preschool through to adulthood (Qin, Johnson, & Johnson, 1995).

(5) Plan your lessons with the differences of the children in mind (learning styles) and infuse the Theory of Multiple Intelligences. (See Appendix B). Offer students a chance to create their responses according to their strengths, such as visually with art or graphic projects.

6. Integrate literature, history, science, music and the arts and any other content area where there is a chance to discuss and learn about the lives of others who faced difficulties. Great numbers of our children are living lives filled with pain, with increasing psychological problems that defy the usual mental health interventions in our schools. Infuse into your curriculum the lives of those men and women, the peacemakers, sports heroes and political leaders who were people of courage, overcoming obstacles and disabilities in order to bring about change(i.e.Susan Anthony, Clara Barton, Eleanor Roosevelt, Helen Keller, Martin Luther King). In our push for academic excellence and renewed basic skills, do not overlook the needs of our children - their need for love, acceptance, security, and trust.

7. Integrate a multicultural/global perspective, especially with technology at your disposal:

Teachers, especially at the elementary level, need to think of peace education in terms of an expanded awareness of other cultures and groups of children. The anti-bias curriculum would be an essential first step(Byrnes & Kiger, 1992; Fennimore, 1994; Derman-Sparks, 1992). With growing numbers of minority children, especially new immigrants to America, the need to include a common core of what it means to be an American should still be stressed.

Alongside these efforts should be growing knowledge of other humans living in other parts of the globe(Enloe & Simon, 1993). As technical skills are taught, many teachers are finding that computers are a passport to other cultures. (Martinelli-Zaun, 1993). Clearly, peace education can be enhanced by the infusion of technology (Schrum, 1991). Very often, through electronic penpals, these school-to-school contacts with those who live in different cultures, underscore that we are more alike than different. For example, a class in Virginia has been exchanging short articles, audio and videotapes on their daily lives, favorite music, TV shows, etc. with children in an Arizona tribal school. To their surprise they discovered that they had a great deal in common. Such electronic links in the 90s have made possible a giant leap forward into the future.

8. Weave children's literature throughout the curriculum.

Stories about peace heroes and heroines and the use of nonviolent methods to resolve conflicts should have a prominent place in the child's day. Children's literature can indeed be a vehicle for strengthening communication skills.
It is especially important that books that focus on anger management and conflict resolution are featured. For example, Dr.Seuss' book, The Butter Battle Book is an opportunity for primary level children to assess the conflicts of the Yooks and the Zooks and perhaps write their own ending.

The integration of the principles of a peace education curriculum connected with literature and strands for nonviolence and conflict resolution can create an enriched curriculum for ALL children.

V. Conclusion:

Changes in our classrooms and schools - from violent to more peaceable ones - can come about in small steps, with teachers leading the way. Yes, teachers are being asked to expand and enhance their roles in the classroom. We are being asked to include problem solving (in the new National Math

Standards), thinking skills in all areas, introduce sound citizenship, stewardship of the environment, science literacy, and character building experiences, while we also insure physical and mental health and safety. This represents extra dimensions added to our roles as teachers - ones that are still being debated and defined.

Our children are in pain and in need of greater attention from all who work in the schools. Change can begin with small steps, starting with us. In closing, we can ask ourselves a final question: "Is there another way - an alternative?" Yes, there is. It is simply giving up. The task is too overwhelming. But instead, most teachers would answer in the affirmative - "Yes, I will try. I will begin to make my own classroom a more peaceable, caring place for my children or students. I will grow into a new role, as peacemaker. I will not give up! At least I will try."

Perhaps, this is what our colleagues, the teachers from the last century also thought. They sat in meetings of the National Kindergarten Union, the founding group for ACEI. They were faced with overwhelming groups of immigrant children, speaking many different languages. They had to teach them English and often had to wash them up when they came to school. Their first job was to immerse them into the "melting pot" and create new Americans. It was a daunting challenge that may have been as difficult as your task of creating a multicultural mosaic today. We have many accounts in historic school records. They did not give up. Instead, they instructed and transformed, whatever needed to be done. They taught perhaps our own grandparents or parents, previous generations of immigrants to America's shores. Once before, they answered in the affirmative: "Yes, I will try! I will not give up!" ***We are the peacemakers of the new century. We will not give up either!***

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APPENDIX A
RESOURCE DIRECTORY

CURRICULUM GUIDES, CLASSROOM STRATEGIES, UNITS, NK-GR. 3 FOR PEACE EDUCATION, CONFLICT RESOLUTION, VIOLENCE PREVENTION, AND PARENTING

Adcock D. and Segal, M. (1983). Play together, grow together: A cooperative curriculum for teachers of young children. Mt. Rainer,MD: Gryphon House, Inc.

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APPENDIX B: THE INTEGRATION OF PEACE EDUCATION AND CONFLICT RESOLUTION IN THE CURRICULUM

WHAT EVERY TEACHER CAN DO:

1. A Multicultural or Cross Cultural Strand: Discussion of stereotypes. Learn about different cultures. Bring parents into the classroom to serve as a resource for learning about the different countries of origin, especially of new immigrant students. Craft a calendar that includes holidays of major religions.
Example: T. Bey & G. Turner.(1996). Making school a place of peace. Corwin Press.

2. Resolving Conflicts/Peer Mediation
Start a routine in your classroom teaching ALL the peacemaking skills. Search for other teachers, if possible, and begin a peer mediation program. Involve your Guidance Counselor and school principal. Be prepared to show the benefits - which may include a reduction in violence on the playground or in halls.
Example: Johnson, D.W. & Johnson, R.T. (1991). Teaching students to be peacemakers. Edina, MN: Interaction Book Co.and Cohen, R. (1995). Peer mediation in schools, Goodyear.

3. Integrate Multiple Intelligences and Teaching for Learning Styles. Infuse arts and the humanities: Start with an art project - What Peace Means to Me. Dramatize situations of conflict(***Diary of Anne Frank***; ***Sadako and the Thousand Paper Cranes).*** Design Peace tee-shirts with appropriate symbols and slogans; Construct a Utopia - My Perfect City or Community or My Perfect School. Use computer software, SimCity.
Example: Gardner, H. (1983). Frames of mind. New York: Basic Books; Lazear, D. (1991). Seven ways of knowing. Skylight Press; and Fogarty, R. (1993). The mindful school. Skylight Press.

4. Infusion of History:(where appropriate, Grades 4-6).Learn about historical causes of global conflicts, disputes over territories, land, religions, political differences. Search for places in the Social Studies scope and sequence charts to see where you can weave in the message of successful nonviolent campaigns that brought about change, i.e. Poland, South Africa, end of Cold War, land disputes in South America, Latin America.

5. Social Responsibility: Working toward equality and well being of all in the community - the principles of good citizenship. May study careers that are life-giving, ones that create peace. Learn about the Peace Corps, fire fighter, police officers, lifesavers(Coast Guard). The caring professions - study about being a teacher, nurse, social worker, physician, dentist, forest ranger, etc.
Example: Berman, S. (1993). Promising practices for social responsibility. SUNY Press.

Classroom Activities that Help Children Resolve Their Conflicts in a Multicultural Classroom

(1) Create a *Story Scroll*: Children can make their own drawings of a conflict situation (fighting over a toy, for example). Add a "cartoon bubble" above the picture and ask children to "tell the story of the problem." Or perhaps you can find a scenario or picture from an old storybook or discarded text. Many teachers have children "act out" a conflict and then take a photo(Polaroid picture). The important part is to develop children's awareness that they can "talk about" and problem solve a situation without violence.
For Preschool-Primary, this strengthens oral skills and a story awareness. Later, when they are able, ask them to use invented spelling to describe "what happens" and how the problem was solved.

(2) Record of Conflicts (blank paper on a wall)

Whenever a problem does arise, where the conflict needs to be solved, the teacher can draw stick figures to show the problem visually(a child pulling at a toy for example). Add date and a sentence about the solution. Leave the paper up! When the next conflict situation arises, teacher can point out the taped paper on the wall and remind them of how successfully they resolved "their problem" without fighting or violence.

(3) Listening Chair and Speaking Chair:

. Each chair should have a label: one "Listening Chair" and the second "Speaking Chair." Children should understand that when two have a problem, the one who sits in the Listening Chair will need to listen quietly as he/she listens to the other person give their version of "what happened." The child in the Speaking Chair explains the problem in their own words of "what happened." Both should understand that they will each have a fair turn to do the speaking and explaining while in the Speaking Chair, but that they must listen quietly while seated in the Listening Chair. They should find ways to solve their conflict by themselves.

(4) ***Puppets:*** The magic of puppets can also be used to encourage children to "talk about" their conflcits, rather than fighting. Children speak through the puppets telling what happened. Their dialogue could also lead to suggestions for solving the problem.

(5) ***Visions of Peace Poetry:*** Spend some time encouraging children to talk about what it is like to be a peaceful person. Children can create poems based on "Peace is like a . . . . " or "When I think of peace, I think of . . . . "Children from first grade on could create their own expressions of peaceful behavior or other ideas.
Example: Jampolsky, G.G., Ed. (1982). Children as teachers of peace. Berkeley, CA: Celestial Arts.

(6) Hand Outlines: An outline of a child's hand on a sheet of paper can be crafted by each child. Each writes his/her name on the hand and then moves around the room, writing or dictating a brief affirmation (or positive statement) about each child that he or she meets. This should be in response to a statement such as "I like _____because. . . " Children could also respond to a statement: " I like it when _____does. . ." or "I like it when _____ says. . . "

(7) Stories about Resolving Conflicts: Depending on the grade level, assemble several books that show how conflicts are resolved between individuals, between groups or between nations. Teacher can have a group discussion after reading the story, in answer to questions such as "How would you solve the problem? What would you do if . . ."At the primary level, a base of children's literature can form a foundation for all of the language arts: listening, reading, writing, and oral language. Discussion of a peace education theme in small groups offers a way to express feelings of anger and awake a concern for peace and justice or for the environment.

(8) ***What is a Peacemaker Project:*** For elementary children, create a thematic unit on Peacemakers in history. Assemble a classroom library of biographies of Gandhi, King, Jane Addams, Mother Teresa, Jimmy Carter. Students may wish to create their own "Peacemaker Award" for those in school or the community who merit the award. Design your own Peace symbol, t-shirt, or poster.

(9) ***Create your own Peace Resources notebook:*** Have students write for information on groups, organizations, publications involved in peace education or conflict resolution. For example, there is a National Peace Garden which will be in Washington, DC and a Children's

Peace Monument in Los Alamos, New Mexico with a peace statue and memorial garden designed by a secondary student.

(10)***Form a School Committee for a Cultural Alladay Program:***
This is based on a project created by the public schools in Ridgewood, New Jersey. Here, multicultural events celebrate the differences of the children. Students, parents and faculty respect diversity with "cultural packets" that integrate art, music and literature. The central focus is on "peace and friendship."

Resources for Integration of Peace Education:

Building Peace, newsletter of the Peace Education Committee , Jane Addams Peace Assoc., 1213 Race St., Philadelphia, PA 19107-1691.
Children's Peace Statue, P.O. Box 12888, Albuquerque, New Mexico 87195-2888
Educators for Social Responsibility, 11 Garden St., Cambridge, MA 02138.
Growing Communities for Peace, 16542 Orwell Rd. N., Marine on St. Croix, MN 55047.
Iowa Peace Institute, P.O. Box 480, Grinnell, IA 50112. Rentals of videos on peace-related issues.
Martin Luther King, Jr. Center for Nonviolent Social Change, 449 Auburn Ave., NW, Atlanta, GA 30312. Teaching materials.
National Peace Garden, 1900 L St., NW. #205, Washington, DC 20036.
PeaceNet and ConflictNet, telecommunications for Internet, 18 DeBoom St., San Francisco, CA 94107. email: support@igc.apc.org.
Peace Pals, c/o WPPS, R.R. 1, Box 118, Wassaic, NY 12592.
Resolving Conflicts Creatively Program, 163 Third Ave., #103, New York, NY 10003.
Ridgewood(New Jersey) Public Schools. Diversity Newsletter, Cultural Alla-day. Office of Curriculum and Instruction, 49 Cottage Pl., Ridgewood, NJ 07451.
Santa Fe Children's Museum, 1050 Old Pecos Trail, Santa Fe, NM 87501. Poetry of children, "Voices of Violence/Visions of Peace."
Sharing Space, newsletter of the Children's Creative Response to Conflict, P.O. Box 271, 521 N. Broadway, Nyack, NY 10960-0271.
Tapori, a worldwide network of children to help overcome extreme poverty. 7600 Willow Hill Dr., Landover, MD 20785-4658.
Teaching Tolerance, a FREE magazine for teachers, resources for multicultural education & peace education. Southern Poverty Law Center, 400 Washington Ave., Montgomery, Al 36104.